



Door Step School & Asha for Education, Seattle



Report on

Educational Activity Centers
(Project Foundation)
April 2012 to March 2013

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April 2013

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Executive summary

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education.

Door Step School (www.doorstepschool.org), an NGO working in Mumbai and Pune, has a vision to be an instrumental force that brings development to these children.

Door Step School is dedicated to educate children from the deprived classes of the society. **“Project Foundation”** is a project of Door Step School which addresses the needs of children in the age group of 6 to 14 who do not have access to formal schools. DSS organises Educational Activity Centres (EAC) at various construction sites and conducts “study classes” for school going children and Literacy classes for out of school children in the age group of 6 - 14 years. Younger siblings of these children are also taken care at Pre-School Classes (Age group 3 - 5 years) and Day Care Centres (Age group 0 - 3 years), otherwise elder children are held back at home to take care of younger siblings. *(For more information please refer to Appendix 1 and 3)*

During the year 2012-13, a total of 12998 children were reached through our core activities and 2087 children benefited through the support activities (School Enrolment and Transport) at 143 Educational Activity centres in Pune. *(For more information on our Programs please refer to Appendix 2).*

This report presents details of the 3 Centres (2 at any given time) financially supported by “Asha for Education, Seattle” covering the period from April 2012 to March 2013. All these centres address the educational needs of children at Construction sites.

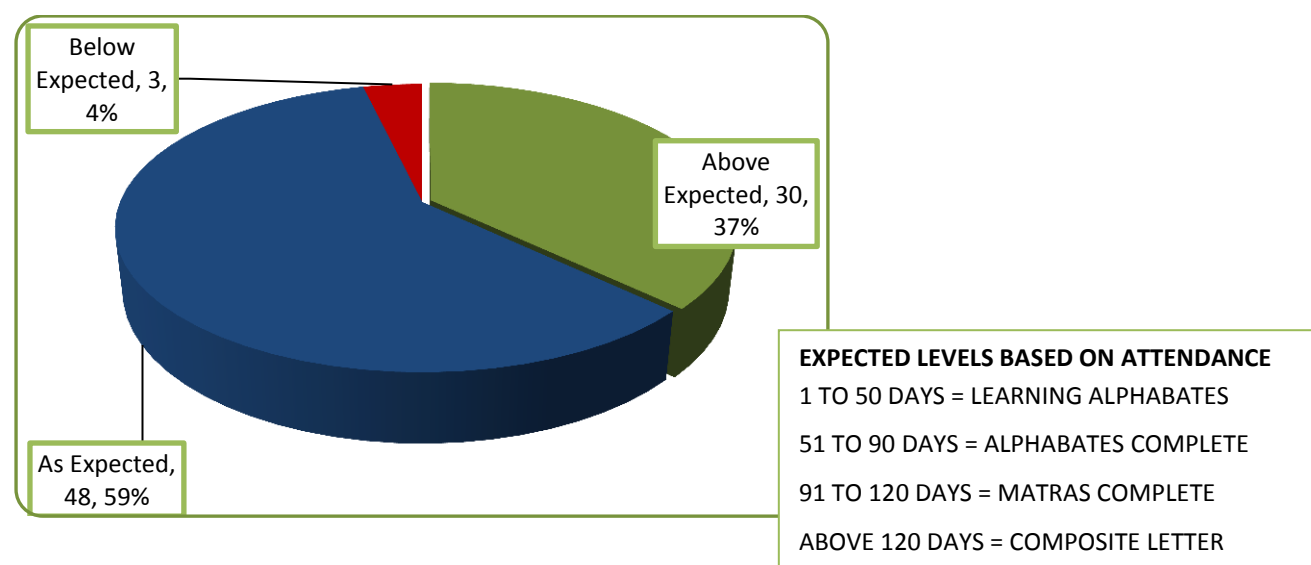
Children reached:

Programme	Number of Children Enrolled		
	Boys	Girls	Total
Pre-Primary Classes (Balwadi)	34	39	73
E.A.C.(Literacy Classes)	33	23	56
Study Classes	12	13	25
Day Care Centres*	31	26	57
Total	110	101	211
Education Support Services			
Children Enrolled in Schools			5
School Transportation Provided *			19
Children Going to Schools by Themselves			06

*Average Number per Month

Levels of learning of children

(Literacy class and Study class, Total no. Of children 81)



Children enrolled and their status:

Of the 154 Children who were enrolled with us in the Literacy, Study and Pre-primary Classes at 3 centres, 39 children were present for < 10 days (transient) and 89 children migrated through the period of the report.

Class	Total Enrolled	Currently Attending	Migrated	Transient
Pre-Primary Classes (Balwadi)	73	15	36	22
E.A.C (Literacy Classes)	56	8	31	17
Study Classes	25	3	22	0
Total	154	26	89	39

Frequent migration is the part of life for construction labourer and hence for their children. We are focussing on the children migrating from our Educational Activity Centres to other places. At the time of enrolment of a child to the Literacy class, contact numbers of parents, their relatives or labour contractors is recorded with us and one information card is given to the child containing contact details of DSS office and teachers. Children are told to contact the teacher from their new location if we could not reach them. Thus when the children do relocate, our teachers, Supervisors or coordinators do call them and try to track children to know whether they are continuing their education after migrating from the site.

From the centres supported by “Asha for Education, Seattle”, 53 children (Literacy class & Study class) migrated to other places during the reporting time. 13 of these children could be contacted and 8 of them are continuing their school at new location.

1.0 Centre wise Report

1.1 Belrose

1.1.1 Center Details

Name of the Centre	Belrose
Name of the Builder	Niraj Associates
Location	Sus Road
Address	Baner-Pashan Link Road, Near Athashri,Pashan, Baner Annexe, Pune
Type of Location	Construction Site
Center Starting Date	Monday, June 23,2008
Center Closing Date	26 th December 2012
Center Started in Place of Closed Center	Eisha Pearl



Study Class in progress



Quest Science Lab activity

1.1.2 Children Reached

Programme	Number of Children Enrolled		
	Boys	Girls	Total
Pre-Primary Classes (Balwadi)	7	6	13
E.A.C.(Literacy Classes)	2	1	3
Study Classes	7	12	19
Day Care Centres*	6	5	11
Total	22	24	46
Education Support Services			
Children Enrolled in Schools			1
School Transportation Provided *			19
Children Going to Schools by Themselves			0

*Average Number per Month

Class	Total Enrolled	Currently Attending	Migrated	Transient
Pre-Primary Classes (Balwadi)	13	0	8	5
E.A.C (Literacy Classes)	3	0	1	2
Study Classes	19	0	19	0
Total	35	0	28	7

*This center has closed in December 2012.

1.1.3 Learning Levels of Literacy class & Study class

Levels / Attendance	1 to 25	26 to 50	51 to 90	91 to 120	Above 120	Total
Learning alphabets	2	0	1	0	0	3
Alphabets completed	0	0	0	1	0	1
Composite Letter	7	2	1	4	4	18
Total	9	2	2	5	4	22

EXPECTED LEVELS BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABATES

51 TO 90 DAYS = ALPHABATES COMPLETE

91 TO 120 DAYS = MATRAS COMPLETE

ABOVE 120 DAYS = COMPOSITE LETTER

1.1.4 Qualitative Impact

1. Name of the Student: Renuka Hemant Verma.

Renuka is a very bright child. She has two sisters and one brother. She is the second child of her parents. She has been with D.S.S. since she was three years old. Her parents have been shifting from one construction site to another. They have been taking care that where ever they go their children can continue their study with D.S.S. Renuka has been attending D.S.S. since she was three years old.

Now Renuka is ten years old because of continuity and her hard work she has passed the SCHOLARSHIP Exam held BY Maharashtra State. She is presently in the third standard will be going to the fourth grade. Her parents have migrated to Bihar. We are happy that she is continuing her studies. She phoned D.S.S. and informed us about her education. We wish her all success and we are sure because of her grounding at D.S.S. she will achieve success in whatever she does. We have told we will always be there for her in case she needs help or guidance.

2. Name of the Student: Hemlal Sahu.

Hemlal had come to the Belrose center when he was five years old. Now he is nine years old. Since then he has been attending school regularly. He does his homework on his own. Because of his keenness to study he has picked up a lot. Like when he was going to his native place, he wrote a letter to the teacher requesting to grant him permission for one month. He is a bright child.

Now this center has closed down. This child has been shifted to another site called Relicon. He is very regular. He is in contact with the teacher of Belrose. He has developed a rapport with her. He keeps on phoning her and sharing happenings at his school and the D,S.S. class at Reliicon. We have found that those children who are attending class regularly are picking up well. They are also doing well in their studies.

1.2 Eisha Pearl

1.2.1 Center Details

Name of the Centre	Eisha Pearl
Name of the Builder	Jain Ashapuri Developers Unit-2
Location	Market Yard
Address	Sunil Gadiya-9371775032/27
Type of Location	Construction Site
Centre Starting Date	22 nd October 2010



Children Singing a song



Children in Class

1.2.2 Children Reached

Programme	Number of Children Enrolled		
	Boys	Girls	Total
Pre-Primary Classes (Balwadi)	19	20	39
E.A.C.(Literacy Classes)	9	13	22
Day Care Centres*	14	12	26
Total	42	45	87
Education Support Services			
Children Enrolled in Schools			2*
School Transportation Provided *			0
Children Going to Schools by Themselves			0

*Two children were enrolled in school however they have not attended school as the school is approx 3km from the site and providing transport is also not feasible. Therefore those are children attend literacy classes at the centre.

Class	Total Enrolled	Currently Attending	Migrated	Transient
Pre-Primary Classes (Balwadi)	39	9	20	10
E.A.C (Literacy Classes)	22	2	15	5
Total	61	11	35	15

1.2.3 Learning Levels of Literacy class

Levels / Attendance	1 to 25	26 to 50	51 to 90	91 to 120	Above 120	Total
Learning alphabets	10	2	1	0	0	13
Alphabets completed	3	1	0	0	0	4
Matras completed	0	0	0	1	0	1
Composite Letter	2	1	0	0	1	4
Total	15	4	1	1	1	22

EXPECTED LEVELS BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABATES

51 TO 90 DAYS = ALPHABATES COMPLETE

91 TO 120 DAYS = MATRAS COMPLETE

ABOVE 120 DAYS = COMPOSITE LETTER

1.2.4 Qualitative Impact

At this center we have mainly crèche and pre-primary children. All the children from the labour camp come to the Centre. The parents come and drop them in the centre themselves. Our teachers do not go to *vasti* (Labour camp) to pick them. The children are also happy coming to class and they do so willingly. Their parents informed that their children sing songs at home and they have learnt good habits like cleanliness, greeting elders etc. They ask parents to follow the same.

1.3 Greenwoods Manjri

1.3.1 Centre Details

Name of the Centre	Greenwoods Manjri
Name of the Builder	Maloji Construction
Location	Manjri
Address	Sr.No. 73 A/1+2+75/2(P), Near Manjri Stud Farm,Solapur Road, Manjri Bk,Near New Market, Pune
Type of Location	Construction Site
Centre Starting Date	Monday, November 15, 2010



Children's day at Empress Botanical Garden



developing pre reading skills

1.3.2 Children reached

Programme	Number of Children Enrolled		
	Boys	Girls	Total
Pre-Primary Classes (Balwadi)	8	13	21
E.A.C.(Literacy Classes)	22	9	31
Study Classes	5	1	6
Day Care Centres*	11	9	20
Total	46	32	78
Education Support Services			
Children Enrolled in Schools			2
School Transportation Provided *			4
Children Going to Schools by Themselves			6

*Average Number per Month

Class	Total Enrolled	Graduated	Currently Attending	Dropped out	Migrated	Transient
Pre-Primary Classes (Balwadi)	21	0	6	0	8	7
E.A.C (Literacy Classes)	31	0	6	0	15	10
Study Classes	6	0	3	0	3	0
Total	58	0	15	0	26	17

1.3.3 Learning Levels (Literacy and Study Classes)

Levels / Attendance	1 to 25	26 to 50	51 to 90	91 to 120	Above 120	Total
Learning alphabets	19	5	0	0	0	24
Alphabets completed	0	2	1	0	0	3
Matras completed	1	2	0	0	0	3
Composite Letter	2	1	0	1	3	7
Total	22	10	1	1	3	37

EXPECTED LEVELS BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABATES

51 TO 90 DAYS = ALPHABATES COMPLETE

91 TO 120 DAYS = MATRAS COMPLETE

ABOVE 120 DAYS = COMPOSITE LETTER

1.3.4 Qualitative Impact

Motivated Parents: The zilla Parishad School is about three kilometres from this site. We requested the parents to admit their children in private schools where the fees are nominal. The parents agreed to this. They bought the children uniforms and books needed by them. This happened last year. Throughout the year the parents took the responsibility of dropping the children to school and they come back on their own. All the children go to school together and come back together.

This year when new children came to the site the parents of previous year children gave the full information to these new parents and got the children admitted to school on their own. They also bought the books and uniform for their children. Our coordinator did not have to put in any effort!

Teacher Impact: The teacher of the class is very active and teaches them good habits. It is noticed that everything in this class is in order, the class is clean and tidy, and even the children are clean and tidy. The cleanliness strikes the eye when you enter the place.

Teacher conducted cleanliness drive with children, ask them to clean their houses and surrounding. The children with their parents cleaned the *vasti* and their houses. When teacher visited their houses in the community she saw that the houses were neatly maintained.

The same builder has another construction site near about. The parents prefer leaving the children here in the care of the teacher and going to the other site and working if they have to. The children are also happy coming to the class at this

Community Involvement: On the occasion of Ashadi Ekhadashi which is a holy day and has special significance in Maharashtra, a palkhi was carried out by children. In the palkhi, photos of Dynashwar and Tukaram were placed. This procession walked through the labour camp. Many parents also participated in this event.



2.0 Overall Qualitative Impact

Cooperation from Builders:

Until last year we used to have a difficult time in convincing builders to provide adequate space for children's study and play. This year we notice a significant change in builders approach. They are supportive and concerned about the activities at the centre. The site supervisors of the site visit the class regularly to get updated on the activities. They also participate whole heartedly in celebrations organized at the DSS School on the site.

Door Step School also provides support to the Builders to conduct activities such as health camps for the children at the sites.

During Diwali the site staff helped teachers in decorating class and given sweets to children and teachers. At Eisha Pearl builder donated slates and toys to the class.

Overall, the Builders Staff and Door Step School staff works hand-in-hand for the welfare of the children!

Challenges while working at Construction site classes:

While the Right to education has been implemented and entitles all children to attend school, the problem with children at construction sites is different and needs different measures to address. The proliferation of sites in the suburbs leads to a lack of school infrastructure in many areas and problems of accessibility of schools as well. Age appropriate admissions also spawn a different set of issues which need to be addressed.

Access to safe transportation for children enrolled in Mainstream schools is also an issue, particularly for construction sites that are remote.

While enrolling children in school we faced difficulties. The school teachers were unwilling to enrol these children since they migrate very frequently without taking 'transfer certificate' from the school. It creates a problem for the school and management. We have approached the Education Department seeking support to address these children differently given the migratory nature of work of their parents and difficulties they face.

There really isn't an exit strategy when it comes to primary education. This is one of the basic duties of the govt. at which it failed necessitating intervention from an NGO like ours. Door Step School will become obsolete only when the State steps up its activities to the point where there is almost universal education.

There is no way by which this activity can be made self-sustaining economically. Door Step School and all primary education NGOs will have to rely on outside support to carry on their work

However, capacity of the indirect beneficiaries (parents) has been strengthened by making them aware of the Right to Education and by exposing the children to the benefits of literacy and education. Awareness has also been created among builders who are more sensitive to the educational needs of the children and interventions with government have been stepped up to ensure support in terms of enrolment, transport and issues specific to migrants.

We plan to continue with the following efforts towards sustainability:

1. Involvement of Parents in child education and motivate them to continue their schooling where ever they migrate.
2. Working with government to sensitize them towards the migrant group and make them understand their challenges.
3. Approach builder community to increase their financial contribution for their center to reduce the dependency on external resources.

Appendix- 1: Door Step School - At a glance

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education. Door Step School (www.doorstepschool.org), an NGO working in Mumbai and Pune, has a vision to be an instrumental force that brings development to these children.

Our mission at Door Step School is to bridge the divide between children who do not have access to school and the formal education system which already exists. We use innovative programs that facilitate in bringing education to the children and help them make the transition to literacy and brighter future. **Our key goal is primary education to all children up to 14 years of age.**

Our programs are divided in two main categories:

1. Educational Activity Centers - Project Foundation

Children of construction site labourers do not go to school for various reasons. Door Step School sets up temporary education facility with the help of the builders at the construction site. The following programs are run in these facilities:

- Literacy Classes
- Pre-primary Education (Balwadi)
- Study Classes (for School Going Children)

To support these programs, we also run a Day Care Center (Crèche) at the construction sites. A transport facility is also provided to children who are enrolled in mainstream schools. Details about all the services are given on our website 'www.doorstepschool.org'

2. School Intervention program - Project Grow With Books

Door Step School works with Municipal Schools to conduct 90 minute reading classes in the primary schools. The main goal of this program is to enhance reading capabilities of the children and to inculcate reading habits in the children.

3. DSS also runs two **Community learning Centers**, to cater to urban slum communities. A Community Library, Reading Room Facility, Computer Classes and Science Laboratory are run at these Centers. These Centers also serve as an umbrella for many other extracurricular activities that are conducted by our Volunteers.

4. DSS has a dedicated Training Center. The training centre "**Parivartan**", which was initiated in October 2007, focuses on training new teachers to teach in the non-formal education setting, this being the need of the organization as a part of Project Foundation. Refresher trainings for all levels of the team are also part of the annual training calendar.

Appendix-2: “Project Foundation” at Door Step School

Project Foundation program of Door Step School addresses the needs of children in the age group of 6 to 14 who do not have access to formal schools.

Since its inception, Door Step School has seen a steady increase in the number of sites covered and the number of children brought under its network.

Under **Project Foundation** the following programmes are conducted:

1. Educational Activity Centres

- **Pre-Primary Education (Balwadi)** -This programme is for pre-schoolers in the age group of 3 to 5 years.
- **Literacy Classes**- This programme covers non-school going children in the age group of 6 to 14 years.
- **Study Classes** - This programme caters to school going children in the 1st and 2nd standard.
- **Day Care Centers (Crèche)** - This programme caters to children in the age group of 0 to 3 years.

We also have the following **Supporting Activities** under our **Educational Activity Centers**.

- **School Enrolment:** We enrol all children between the ages of 6-14 in mainstream Marathi medium schools closest to the construction site.
- **School Transportation** - It is an added service provided to bring children to municipal schools as well as collecting them from different construction sites to one location for conducting classes.

2. School on Wheels

These are buses that serve as mobile classrooms to enable us to reach difficult areas or to collect children from smaller sites to one location. The School on Wheels is also useful to jump start classes at a site when facilities are being made ready.

Currently Door Step School has its Direct Education Programme at 100+ construction and urban community slums in Pune.

Appendix- 3 - Projects for Pre-primary (Balwadi) Children

April - Cloths

- In the month of April topic "Cloth and Materials required for stitching clothes" was taken up. The Children were informed of the clothes worn by the people earlier. They were shown samples.
- Showed different type of clothes for different seasons. Woollen clothes are worn in Winter, in Summer cotton clothes are worn etc. . Children were also informed about how these clothes were made.
- In some classes children stitched small clothes with their hands.
-

May - Revision of All project of previous year

- Games, embossing, embroidery and various games were organised relevant to each project

June - Trees / Plantation

- Discussion of advantages of trees; what happens if there are no trees etc.
- This project was conducted by planting trees by teachers and students.



July - Human Body

- Human body was discussed and elaborated to the students as a part of the project.
- Pictures and charts of the Human Body were hung in the class .
- Sense organs were explained by practically smelling, hearing etc by the students.
- Students were made to walk on their toes, knees to remember their body parts.



Aug - Flowers

- While covering the topic of flower fresh and paper flowers were used to understand the flower. Paper flowers were made by the children.
- Various creative activities like drawing the shape of the flowers, colouring the flowers was performed to understand about the flower.
- During the activity plastic bottles were converted into flower vases. Flowers of various shapes and sizes were assembled in the vase.
- Various flowers with names were assembled in a "Toran" to understand the flowers.
- Creative activities like drawing the shape of the flowers, colouring the flowers was performed to understand about the flower.



September - Vegetables

- Across all centers the topic of vegetables was undertaken.
- Various creative activities like drawing the shape of the vegetables, colouring the vegetables was performed to understand about the vegetables.
- Children also share the information regarding vegetables that already knowing them.



October - Paper

- This project was conducted to make children aware of benefits and uses of paper
- In this project paper charts were made from paper pulp
- Students were told about types of papers, objects made up of papers like charts, money, crackers, dish etc
- Students participation was overwhelming, even creche students participated
- Students made different articles using paper as a part of creative activity



November - Revision of All project of previous year

- In project revision students planted some saplings but later they came to know that plants are not growing because of insufficient sunlight, students replanted the saplings at a place with sufficient sunlight.
 - Games, embossing, embroidery and various games were organised relevant to each project

December-Grains

- To make children aware about grains, a project "Grains" was conducted using means of different creative activities, practicals and chart preparation.
- Children were practically demonstrated how the plants grow by sowing the seeds. At some places tree charts were drawn.
- Students were taught about types of grains such as cereals and pulses with their active participation.
- Students told their parents about the different activities. Parent visited the school to see the projects. One of the parents planted garlic and told the children about his farm in his village.



January and February – Environment and Pollution (Soil,Water,Air)

- Students were described the reasons for pollution and types of pollution .Students were told about how the changes in the environment affect our body and how our diet should be adjusted accordingly.
- Students were taught about elements of environment. Water cycle was taught. Charts were prepared.
- Importance of plantation to avoid soil erosion was explained. Students were told to keep the surroundings clean.

Project "Animals" was also covered along with environment. Students were aware of domestic animals. Students were told about different types of animals the food they eat and how animals help us.



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